

3-29-1968

The Hilltop 3-29-1968

Hilltop Staff

Follow this and additional works at: http://dh.howard.edu/hilltop_196070

Recommended Citation

Staff, Hilltop, "The Hilltop 3-29-1968" (1968). *The Hilltop: 1960-70*. 169.
http://dh.howard.edu/hilltop_196070/169

This Book is brought to you for free and open access by the The Hilltop Digital Archive at Digital Howard @ Howard University. It has been accepted for inclusion in The Hilltop: 1960-70 by an authorized administrator of Digital Howard @ Howard University. For more information, please contact lopez.matthews@howard.edu.

THE HILLTOP

Vol. 50 No. 22

Howard University, Washington, D.C.

March 29, 1968

HU Aids Bowie Demonstration

by Clyde W. Waite

Last Wednesday, the students at Bowie State College staged a massive demonstrative to dramatize a large number of grievances centering mainly around the poor physical conditions at the college. The students expressed despair that the normal channels of communication between Administration and students were not open and that efforts through those channels produced little in the way of results. According to some of the literature disseminated by the demonstrating students, Bowie is famous in the state of Maryland for being the "cesspool of the state college system." Further, it has been rated, professionally, as being among "poorest colleges in the country." The students attribute these ills to the indifferent attitude of the administration and to an incapable faculty. The grievance sheet that was presented to Dr. Myer, the president of the college, ran for five pages, listing such things as the following:

1. The absence of an adequate, active media of communication on campus.
2. General ineptness in the registrar's office in record-keeping ranging from uncorrected mistakes on students' permanent records to tardiness in forwarding students' transcripts.
3. Deplorable physical condition of three dormitories and the dining halls. There are no window locks, poor lighting and heating facilities and a myriad of other

physical insufficiencies.

4. The dining halls serve poor quality food at high prices under unsanitary conditions.

There were a large number of other grievances of the above nature and as stated on the grievance sheet "...the following is a partial listing of grievances which we feel require immediate action in order to improve the conditions which confront us daily."

To aid the Bowie students in their fight to resolve some of their particular problems, approximately 90 Howard students traveled to their campus to lend whatever support they could. Immediately upon arriving on Bowie's campus, the Howard students (upon displaying their validated student I.D. cards) were conducted into the student union which served as the headquarters for the demonstration. Prominently displayed on one of the walls of the student union was a poster saying "It Had To Come Sooner or Later." This statement seemed to express the sentiment of most of the Bowie student body. According to James Baxter, president of the men's senate, 98% of the student body supported the demonstration. He pointed out that some form of action had been under consideration for several weeks. He further emphasized that their actions were in no way determined by the occurrences at Howard, and that they did not attempt to

take over the administration building as was done at Howard but rather preferred to boycott classes as well as all other college facilities. The student body which he approximated at being 45% white was going to continue its total boycott of the college until the administration takes some steps to deal with the stated grievances.

The Howard students were asked by some of the leaders to sing some of the songs that were sung during the Howard demonstrations. This was done but it appeared that some of the words in those songs openly distressed some of the Bowie students, particularly the leaders. Larry Lawson, a junior at Bowie pointed out that due to the peculiar position of the school, any action on their part such as singing songs with reference to "Black Power" could have very detrimental effects. He pointed out that most of the food and other support for the demonstration was coming from the 45% white student contingency (few whites live on campus and less were available at the demonstration to comment on this), also that the state may be waiting for the chance to close Bowie down completely. If a black power movement were to start on that campus, this would give the state authorities all the reason they have been waiting for to proceed with their plans to close the school. Consequently, he says that any state-



Howard students "T Bone" and Phil lend their musical talents to the cause at Bowie State. (Photo by Myles)

ments that they make or any actions that they take must be directed at the total student body and not just a part of it. He further stated that there was no resentment of the Howard students for their stand on black power, but that as Bowie students, they could not make that stand at that time. He intimated that they were very pleased that Howard students wanted to share their burden but that it had to be done their way.

Some of the other campus leaders in their addresses to assemblages of the demonstrators expressed a firm belief in practicability and faith in the ability of whites and blacks working hand in hand for their common betterment. However, a sizable number of the followers,

through their reactions, did not seem to share this feeling.

As of Wednesday evening, Roland Smith, a former student at Coolidge High in D.C. and presently president of the student council, stated that there have been meetings with the administration, that progress has been made but as yet no settlement has been reached. Consequently, they faced the immediate problem of deciding whether to stay in the dorms or to make some other arrangement.

BULLETIN

A settlement has been reached between student representatives and the administration. The specifics of that agreement were not available as of this printing.

Rep. Powell Returns

Representative Adam Clayton Powell, Jr. of New York will be Project Awareness' next featured speaker. The program will take place next Tuesday in Cramton Auditorium at 8:00 P.M.

This will be Rep. Powell's first appearance at an Eastern university since his ouster from the United States Congress last year. He will be continuing the speaking tour he started in California several months ago.

Last week, Rep. Powell appeared in New York and predicted that the revolution in this country will take place this summer with Black youth leading Black and white youth. He announced that he was on his way to Oxford England to begin organizing the revolution.

"The white man is finished," Powell exclaimed in New York's Abyssinian Baptist Church, where he is Minister. "There will be a civil war this summer," he continued. He then pointed to the Madonna over the altar and said, "Get that white thing out of there."

In California, Rep. Powell told white students, "You had better get on the black power bandwagon if you want to save this country."

Censured by Congress for alleged misappropriation of funds, Rep. Powell is fighting for reinstatement through the courts. Many feel that his dismissal was due to racism in the congress.

Charles Stone, a Washington Powell aide explained, "They just didn't like that arrogant nigger."

Powell has been a member of the House of Representatives for 23 consecutive years (Democratic Party, 435 members of Congress, he ranks 15th in seniority.

In 1964, he received 84.4% of the total vote of his 18th Con-



Representative Adam Clayton Powell of New York.

gressional District, the 8th highest of all contested Congressional election in America.

During his 6 years as Chairman of the House Committee on Education and Labor, 60 major pieces of legislation covering labor, elementary education, poverty, juvenile delinquency, racial discrimination in employment, minimum wages, vocational rehabilitation and higher education were passed.

Among his accomplishments are Founder and Director of the Adam Clayton Powell Community Center in Harlem, founder of the Adam Clayton Powell Foundation, and only member of any Western civilization parliament to attend the historic Afro-Asian Conference at Bandung, Indonesia, April 19, 1955.

W. Montague Cobb, M.D. states in the Journal of the National Medical Association, "Without doubt powerful elements of the body politic would like to see Mr. Powell destroyed It is equally certain that the masses of Negroes do not want to him destroyed."

Only students will be admitted into the auditorium between 7:30 P.M. and 8:00 P.M. so that they may have first choice of seats.

Students Struggle For Black University

by Brenda Adams

Most students participating in the recent sit-in demonstration in the administration building recognized the fact that this was the first time in the history of Howard University that students showed their ability to organize and use their strength in numbers as a political power force against that of the administration. However, many may not have realized that the issues involved in this year's protest were not new. The existence of a politically-oriented student group, like UJAMMA, is not new. An examination of back issues of the Hilltop will reveal that since 1963, Howardites have engaged in protest movements attacking perplexing problems at the university.

The spring and summer of 1962-63 was a most exciting one for civil rights progress since the "freedom rides" in 1960. A few Howard students devoted their whole summer vacations to further the cause of equality in the South and North and most of them were members of the Howard chapter of the NAACP and the Non-Violent Action Group (NAG). NAG was our campus affiliate of SNCC, but concerned itself more with issues not directly related to the welfare of Howard students.

In the spring of 1965, came a group titled Students for Academic Freedom. Initiating their demonstration was the demotion of two assistant professors, Dr. Amy Kleppner and Dr. Daniel Crabbs to lecturer status. The group circulated a petition asking for the reinstatement of the instructors and encouraged a letter-writing campaign to the President and Dean Snowden. SFAF also demonstrated against compulsory ROTC, inadequate library and bookstore facilities, strict dorm curfews, and a lack of understanding between the various segments of the university.

In October, 1965, the Student Leadership Rally Committee of the Student Assembly conducted a "March to Cramton." According to an October 23, 1965, Hilltop editorial, the march and consequent leadership conference was "designed to stimulate student interest in such problems as the inadequacy of library facilities, the ineffectiveness of current registration procedures and the misunderstandings surrounding several university regulations." The march again brought the realization that there still remained much dissatisfaction among students and faculty about conditions at Howard and that to solve these problems, communication must be established.

The fall of 1966 found Howard students still fighting for student control over student affairs, fair administrative practices, and academic freedom. An issue arose over the lack of a fair judiciary system at Howard when a coed was threatened with dismissal from school for violating dormitory regulations. Jay Green, a second year law student, helped organize and became spokesman for a new protest group - the Student Rights Organization (SRO). The group raised the problem of due process and sought discussions around establishing a judiciary code.

The second semester 1967, was very active and productive, in the sense, that groups of protesting students had begun to make a break through. More students were not only aware of their powerless position on Howard's campus, but were willing to work to bring about needed changes. Faculty members, led by Dr. Nathan Hare, Lynda Blumenthal, Keith Lowe, Andrew Taylor, and others were beginning to respond to the plea from students that they join in and fight for a better

university. The selection of Robin Gregory--wearing her hair 'au naturel', being independent, and a native of D.C.--as Homecoming Queen was another sign that changes were coming. When SRO candidates won student government positions, many felt that the 1967-68 school year could bring nothing but progress.

However, just after school closed for 1967, the administration announced the dismissal of fourteen student activists and five faculty members. Their cases were taken to court and the administration lost because there was no judiciary code upon which to base the dismissals. Eighteen students and faculty members spent the entire summer working on a judiciary code, but by September, the administration was distributing copies of its own "Statutes of Howard University."

Students returned to Howard more concerned than before about problems existing here, and their distrust of the sincerity of the "power structure," in addition to their desire to make Howard more relevant to the outside community, led to the creation of groups like the Afro-American Student Association, the United Black People's Party (formerly the Malcolm X Memorial Committee), Black and Beautiful, and the Sisterhood.

In the fall of 1967, all these protest organizations, including SRO, became UJAMMA--Swahili for "togetherness." UJAMMA has continued to increase the awareness of Howard students in recognizing their blackness and responsibility to the black community.

Last week's demonstration was another step in the struggle of Howard students against the oppressive forces on their campus and it remains to be seen how effective future student protest groups will be organizing a wide base of student support.

Sit-In Proves To Be Effective

Last week's Hilltop, in describing the student demonstration at the Administration Building, provided details of events occurring through Thursday night. The present article presents in chronological sequence the events of Friday and Saturday, the final two days of the demonstration. It is hoped that this will furnish additional information and clarification both for those who participated and, also, for those who chose to stay away.

Friday, March 22, 1968

7:30 A.M. - The students were awakened for a breakfast which consisted of boiled eggs, toast, milk, and oranges.

9:00 A.M. - It was announced that a total of 39 classes, involving 24 different instructors, would be resumed according to their regular scheduled times, beginning this morning.

It was also announced that instructors from the New School would hold four workshops during the day on various aspects of Black Awareness.

9:45 A.M. - A group of parents in support of the demonstration set up a table outside the Administration Building to persuade



parents coming to take their sons and daughters home to let their offspring stay.

10:00 A.M. - The five student leaders who had met with administration officials on Thursday sent the administrators a note saying that the students had scheduled the next meeting for 1:00 this afternoon.

12:15 P.M. - The administrators sent word acknowledging receipt of the note, but that they were not yet ready to meet with the students again.

2:45 P.M. - The administrators sent a note saying that they could meet the students at 3:30 P.M.

2:50 P.M. - The students sent the administrators word that the meeting would begin at 4:00 P.M.

4:00 P.M. - The meeting began.

5:00 P.M. - A rally sponsored by sympathetic citizens of the Black Washington community was held. Most of the students



in the Administration Building went outside to attend it.

Several prominent community leaders, including David Eaton of WOL Radio, Rufus "Catfish" Mayfield, formerly of Pride Inc., and Chuck Stone, author of the best-seller, "Tell It Like It Is," voiced their support of the demonstration.

A picket line of local residents formed in front of Douglass Hall. They carried signs with such slogans as:

"Something's Got A Hold On

Me--Black Power!"

"Is This Any Way to Run A University? You Bet It Is!" and, "We Are Ready, Are You?"

After the speeches the Caribbean Steel Band gave an outstanding performance.

5:40 P.M. - Students planning to occupy the building for the night were asked to return inside. Once inside, the students were told to find a space and sit at once. No students were allowed above the first floor. Students were allowed to file in until all available space was filled.

6:25 P.M. - Four members of the school's Board of Trustees arrived. Included among them were Dr. Kenneth Clark and Dr. Percy Julian. They were immediately escorted to a third floor conference room to meet with the Steering Committee.

8:00 P.M. - Meeting still in progress. There was no word on what was transpiring. The rest of the students sat waiting in orderly assembly on the first floor. They were waiting not only for word of how the meeting was going, but also for dinner.

8:45 P.M. - A cheer went up from the seated students as a member of the food committee arrived carrying a large cardboard box. The cheers died down



when he explained that it wasn't part of their dinner. He assured them, though, that dinner would be served very soon.

9:00 P.M. - Dinner arrived. It was announced that students who had set up quarters on the second and third floors would be allowed to eat their dinner up there. The evening meal consisted of a choice between turkey or chicken, cabbage, bread, and punch. Potato Chips, Pretzels, and corn curls were served later as a midnight snack.

10:00 P.M. - The communications center in the main lobby was broadcasting popular records. Interspersed with the records were requests for cars and drivers, "brothers" to help with some particular task, or "sisters" to perform some other task. Each request was filled within a minute after it had been made. A real spirit of brotherhood and unselfish generosity prevailed, not only now, but



during the entire five day demonstration.

10:15 P.M. - The entertainment for the evening was started off by a group playing African drums. Within a few minutes everyone on the first floor was caught up in the pulsating rhythm of their beating. A feeling of hereditary pride and identity pervaded the atmosphere.

When, after several numbers, the audience had acquired the proper height of feeling, an African dance troupe burst onto

by Cindee Marshall

the scene. This foursome gave an intoxicating and brilliant performance, leaving the audience exhilarated.

Following them came a more Americanized, but no less welcome, group, The Unifics. Led by the inimitable Al Jackson, they swung through a soulful repertoire of sound and choreography. They topped the act off by finally yielding to the audience's plea to do their version of "Old Man River."

Don Freeman of the New School then read several poems relevant to the Black revolution.

Last on the agenda was a four-character play by a sixteen year old Newark, N.J. youth. It showed the divisiveness existing between Black and Negroes in America, and offered a method of bridging this gap to get all Negroes Black together.

11:45 P.M. - The administration officials who had met with the student leaders earlier in the day arrived at the Administration Building and went to the conference room meeting.

Saturday, March 23, 1968

2:30 A.M. - All students were called down to the main lobby for an important informational meeting.

2:35 A.M. - The announcement that Morgan State, Cheyney, and Fisk had been closed due to demonstrations similar to Howard's drew a rousing ovation and cheers from the students.

3:35 A.M. - The Steering Committee arrived down in the lobby looking weary and sleepy.

3:40 A.M. - The trustees and administrators came down, looking much the same.

3:45 - Ewart Brown, President of the Student Assembly, told the gathered students that the trustees had presented them with a list of four compromise proposals. He explained that no decision had been reached regarding these proposals. He further promised that the decision to accept or reject them would be made according to the vote of the majority of the demonstrators.

The list, which was then read, included the following points:

1. The regular Student Assembly would be allowed to control the machinery of the judicial body which would try the 39 students charged with disrupting Charter Day ceremonies.
2. The Board of Trustees would make an effort to see that Howard becomes more attuned to the times and the mood of its people.
3. A board composed of student and faculty members would be appointed to work on student problems.
4. No charges would be brought



against student taking part in the current demonstration.

4:00 A.M. - A heated discussion followed. Student opinions on the proposals ranged from sharp disagreement to approval. Many voiced their belief that it was probably the best settlement that could be obtained. Others expressed bitter disappointment, saying they could definitely not accept the proposals.

5:00 A.M. - It was finally decided that everyone was too tired and sleepy to reach any meaningful accord on the matter. It was agreed that everyone should get a few hours sleep before a decision was reached. Another meeting was scheduled for later Saturday morning.

11:45 A.M. - Judy Howe, Q. T. Jackson, and Tony Gittens, representing the Steering Committee called the meeting to order. Q.T. started things off by telling everyone to stand for "our" national anthem, "We're a winner". All present stood and joyfully sang and clapped to the record, which was played twice.

Judy Howe then admonished everyone to listen and consider carefully before making a decision, for, in her words, "What we say now will generate all kinds of worldwide ripples."

Tony Gittens then gave details of Friday evening's marathon meetings between student leaders, trustees, and administrators. The students were told that during the first of these meetings school officials refused to even consider the student demands. These officials ordered the student representatives to have all students vacate the university at once or a federal injunction would be obtained to move them

out forcibly.

The student representatives replied that the demonstrators had vowed to stay until their demands were met, and would not leave.

Meanwhile, the school's Board of Trustees had held an emergency meeting. At this meeting the majority of the 24 trustees had decided to ask for a federal injunction against the demonstrating students. Five of the trustees, protesting this approach, vowed to resign from the board if such action was taken. Four of them asked for and obtained permission to go to the students and try one last attempt to get the demonstrators to leave of their own accord.

When these trustees, headed by Dr. Kenneth Clark and Dr. Percy Julian arrived at the Administration Building they presented the student leaders with a list of four compromise proposals.

The student leaders voiced initial dissatisfaction at what they termed the vague wording of the proposals. They questioned the trustees closely on the matter for several hours, at the same time conferring with the committee of law students who had volunteered to assist them.

In the meantime, unbeknownst to either the students or the trustees they were meeting with, Howard's president, James M. Nabrit, was making a public announcement that he would not deal with the demands. Furthermore, he declared that he was asking for an injunction against the students.

The trustees, when informed of this, said they were still standing behind their proposals.

DIAMONDS ...as lasting as love

Carr
Jewelers

Cordially invites
All students of
Howard University
to open a charge
account - it will
only take a few
moments to do so
and remember -
there is Never
A Carrying Charge
or interest
charge

10% Discount to Students

A: 350
B: 195
C: 350
D: 150
E: 195
F: 225



CONVENIENT BUDGET TERMS

JEWELERS
Carr
938 F ST. N.W.
ME 8-6525
Jewelers Since 1932

Punch-Out Has 'Atmosphere' Say Many of Its Regulars

by Robert H. Williams

A favorite meeting place for Howard students lies to the North of Locke Hall and Southeast of the Fine Arts building. This meeting place is the Student Center. Among the busiest sections of the Student Center is that widely known retreat, "The Punch-Out". The Punch-Out has existed for years with thousands of book-weary, hungry students passing through its portals; but, what in actuality comprises the Punch-Out? What types of students attend this den of boisterous laughter, card-playing and rock-and-roll? What attitudes do the students hold toward the workers and cooks? These questions, in conjunction with others, were answered by several students, and by the people behind the counter in an effort to evaluate the Punch-Out's effectiveness toward its patrons.

This reporter asked Punch-Out patrons about the types of people who frequent it. One interviewee replied that District

of Columbia residents comprised the majority of Punch-Out frequenters. In general, the opinions of those interviewed were that mixed groups comprised the Punch-Out's visitors. One particularly interesting note was that foreign students infrequently attend and if they do, it is only for lunch.

When students were asked why they choose the Punch-Out instead of the University cafeterias or Georgia Avenue restaurants, most answered that the Punch-Out was a matter of convenience and that the food was good. Sherman Meade commented, "I come here because its convenient and inexpensive. The people behind the counter serve well, but the facilities are too small." One student, Eugene Johnson said that he comes because of "The atmosphere and it's more sociable here." Convenience, good food, and atmosphere seem to be the reasons of preference of the Punch-Out over other near-by

services.

Students did have criticisms about the facilities now present and the efficiency of those facilities, as Miss Meade related, "the lines are too long sometimes and the place could be enlarged." Eugene Johnson felt that enlargement of the staff was needed and felt that the lines were too long around lunch time. Most patrons agreed that the Punch-Out was too small to handle the number of students who daily drop in.

Although we have looked at one viewpoint of the Punch-Out, the patrons, what about the other side of the story? How do the people behind the counter feel towards the Punch-Out and its visitors? Mrs. Mildred Davis, a Punch-Out employee, commented on the students who come in saying, "most of the students are very friendly but tend to get restless when the lines are long. They say they have classes to go to." The employees agreed that

the facilities are not adequate enough. This point seemed evident as the reporter witnessed the soft-drink machine breaking down during the interview. The consensus of opinion by the people behind the counter was that the staff was not large enough to handle the trash and cleaning problem and that students themselves were lax about their own trash on occasion.

A final note about the Punch-Out comes from Hugh Lloyd, who

said, "The Punch-Out would be a nice place to attend if I had nothing else to do." It was Mr. Lloyd's opinion that the same crowd seemed to frequent the Punch-Out and that on Friday you could count on a large crowd there discussing the Hilltop. Feelings about the Punch-Out varied but generally the students seem to feel that even though the service is slow, the atmosphere offered and the good quality of food are enough to warrant their presence.



Many demonstrators joyfully sang in front of the A. Building

(Photo by Gaines.)

Margaret Mead Advises Lovers "You'd Better Get Legally Married"

Anthropologist Margaret Mead, who recently advocated marriage in two steps, today declared reaction to her plan presented a "dilemma" and that it was "unsatisfactory" at present, because "young people are clamoring for a new morality that will put a seal of approval on premarital sex."

"The need is urgent to rethink our traditional approach to marriage," Dr. Mead wrote in the current issue of Redbook, just released.

Young people "are not asking for the right to be delinquent; they are asking that the stigma of delinquency be removed altogether. They have read the books that tell them sex is good and necessary for a well-balanced life."

Almost two years ago, Dr. Mead proposed the development of two forms of marriage. One, which she termed "individual," involved no children, and its limited economic responsibilities would be "easy to end." The other, "parental," would be a second step by couples ready "to undertake the lifetime obligations" of parenthood.

"It now seems clear to me that neither elders or young people want to make a change to two forms of marriage," she said. "They want to reserve the word 'marriage' for a commitment that they can feel is permanent and final, no matter how often the actual marriages may fail."

Young people "don't want to compromise their future, espe-

cially the future of the boys, by a grueling domesticity too soon. They are increasingly willing to wait for marriage, but they no longer understand why they must wait for sex."

Dr. Mead's present advice to them: "You had better get legally married."

"It is the earnest and responsible young people who are requesting sex freedom with a single, chosen lover who present the dilemma," she said. "As the president of one of our best coeducational colleges phrased it to me: 'It's the good girls who want us to approve their receiving boys in their rooms. The bad girls have found the answer long ago, in the parking lot at the other end of town.'"

Dr. Mead said she discovered during discussion with young people that "in their eyes, marriage is meaningless without children. The idea of a cherishing relationship between two individuals through marriage does not appeal to them. Arguments about protecting unborn children are not very real to them."

"Before marriage, uninstitutionalized sex relations--companionship, as they see it--or, for the religious and conservative, decorous waiting, is appropriate."

"Why get married?" they ask. "Why can't we simply live together until we are ready to get married? Contraception is reliable. No unborn baby is being wronged; no girl's honor will be ruined; no young man, his education unfinished, will be trapped into marriage."

"So parents and advisers, teachers and clergy, are in a quandary...they say one thing out loud, one thing from the rostrum and the pulpit; and privately they sympathize, condone and connive to give particular young people the happiness they are demanding," Dr. Mead wrote in Redbook.

However, she added, "asking compliant and sympathetic elders not only to close their eyes but also to aid and abet their children to live in a way that many people still consider sinful--and that the laws of the land treat as criminal--puts them in a position that is unbearable, both for new standards. The most they can get is collusion in the kind of behavior that is still branded as immoral and illegal. They want parental approval; they want to feel that what they are doing, or would like to do, is right."

Many Parents Support A Building Take-Over

by Pearl Stewart

How did parents react to the last week's administration building takeover? From the angry expressions on the faces of many who came and packed their daughters off, it seemed that there was a certain amount of opposition. However, after investigating the matter, it was found that a substantial number of parents gave their whole-hearted support.

Many students reported that their parents had been sceptical at first, but after finding out the issues changed their minds. Vastine Davis, a freshman who participated in the entire demonstration, stated that at first her parents thought that the students were using a poor method, but after they came and observed the organization and discipline of the sit-in, they decided to support the students. Another student, John Holton, said that his parents were enthusiastically in favor of the students' actions from the beginning. John said that they also approved of the concessions, and they expressed the necessity of the trustees meeting their end of the bargain, so that students would not find it necessary to have any further protests.

Although few students believed that their parents were complete-

ly against the sit-in, some reported that their parents refused to allow them to participate. Deirdre Hoffman said that her mother felt that the demonstration could have developed into a situation similar to Orangeburg. In spite of this, her parents did agree with the demands of the students.

Other evidence of parental support was shown by Mr. Robert Jones, whose daughter is a freshman here, when he spoke out in the demonstration in favor of the students. There were also parents who attempted to convince other parents to support the students.

Mr. Robert Anderson, who returned his daughter Lynn to the dormitory on Monday, stated that he has not come to get her until the demonstration was over, because he had approved of the action and had encouraged her to participate. He said that he was somewhat opposed to the compromise that had been agreed to, but that he hoped it would enable students to have more voice in the University. Mr. Anderson also commented on the organization of the sit-in, "It was done in such a manner to make parents proud to have a child here."

Roving Reporter

Sit-Inners Surveyed

by Cindee Marshall

By 12:00 Wednesday night, March 20, 1968, nearly all of the students then in the Administration building were those who were determined to remain at least for the rest of the night. At that time a survey was taken to ascertain their personal reasons for being there. The following is a sampling of the findings of that survey. Alfred Crumpler-- Sophomore--Wilmington, Del:

"I'm here because as a student I feel we have a right to speak out against anything which is unjust to us. The University should adjust to the time and culture because if it can't unbend it will become stagnant." Ronald Richardson-- Soph.-Mt. Vernon, N.Y.:

"I've been here since 4:30 Tuesday. I came because I want the charges against the 39 students dropped, and I want President Nabrit to resign."

"I think Howard University should teach us to relate to the Black community. It should help create a Black consciousness which will develop Black pride instead of shame." Montana Morton-Jun. - Baltimore, Md:

"I consider the pending dismissal of these 39 students unjust and arbitrary. Many University operations will be improved if the demonstration succeeds. The

demonstration is already successful because for the first time the administration is confronted with a large mass of students, not just a small group."

A Foreign Student (name withheld) - Jr:

"I'm here because all of the charged students are my friends. I think their goals are very relevant and make sense. This demonstration is so efficient it's unbelievable. It's just beautiful."

He explained that many of the foreign students had stayed away because, although sympathetic, they feared loss of their U.S. scholarships and possible deportation.

Ramond Williams-- Fr.- Atlanta, Ga:

"I'm here because I think the cause is right. The administration has too much control, and the judiciary they want to use to 'try' the students is definitely biased. This demonstration should have occurred earlier." Allan Henry - former Howard student-- New Orleans, La:

"I feel it's my commitment to be here. I haven't been proud of being a Howard student until now. The administration is too reluctant to change, with outdated and outmoded ideas. This will make them wake up."

"The students here are all future leaders. This will make them better able to be capable Black leaders."

WOMEN SENIORS - ANY MAJOR CAREER POSITIONS AVAILABLE

DATA PROCESSING

AMERICAN TELEPHONE & TELEGRAPH CO.

LONG LINES DEPARTMENT

WHITE PLAINS, NEW YORK

INTERVIEWS

TUESDAY AND WEDNESDAY -
APRIL 2 & 3.

CONTACT THE PLACEMENT OFFICE



the Hilltop

U.S. Student Press Association

Howard University, Washington 1, D.C.

EDITOR-IN-CHIEF Adrienne Manns
Managing Editor Sanders Beburu
Business Manager K. Murray Brown
News Editor Gayleatha Brown
Feature Editor Robert Jeffers
Sports Editor Craig Wood
Copy Editor Priscilla Hall
Exchange Editor Linda Carr
Photography Editor John Gaines
Staff: McKinley Reese, Linda Bowles Steve Abel, Brenda Adams, Susan Armstrong, William Best, Paul Bland, Joel Carter, Deborah Clark, Gary Cooper, Anthony Gittens, Bobby Isaac, William Johnson, Joanne McKnight, Robert Malson, Montana Morton, Telexiera Nash, Wallace O. Peace, Irvin Ray, Pear Stewart, John Turner, Hugh Warner, Eric Williams, John Mercer, Ernestine Stripling, John Barber, Clyde Waite, Gary Lindsay, Cindee Marshall.
Typist: Leona Goodwin.
Photographers: Brad Brittain, Gregory Dash Bob Nesnick
 The Hilltop is issued weekly, except during holidays and final examination periods, by Howard University students, Washington, D.C. 20001. Room 324-A, University Center, DUpon 7-6100, Extension 285.

Editorial

"Do Nothing" Administration

Black students at Howard, like black people in urban areas are becoming the subject of intensive studies by irresponsible Negro tokens and smiling white liberals. The usual question asked after the sit-in last week was "why did you do it?" Perhaps a study of the Negroes who run this institution will answer that question. Check out the statement "from the university" that was sent to parents on March 20, announcing that school had been closed. First there is the arrogant presumption that the administration is "the university." Shades of decaying French autocracy! Some of our conservatives in residence even suggested that the university is more important than Howard students. So now the state is the officials and not the people - the first ingredient for revolution.

Repeated throughout the official missive to parents in rhetorical chatter about the normal "education and administrative business" that had been disrupted by student protest and unrest. We have noticed an insipid, repetition of these phrases and a diligent public relations campaign from the administration for the last year. In fact they are so mesmerized by their own chiche's, Washington Post editorials and colored nationalism that they did very little to seriously win back control of the administration building. President Nabrit who ambled back from vacation on the third day of the sit-in said "I'm not going to do nothing" on national television. Some of the older faculty members held an exclusive meeting in which they resolved to support Dean Snowden - a worthy cause indeed for colored people. But what did they say about the issues that have been raised on this campus? Perhaps they agree with Nabrit and are "not going to do nothing."

Our study of those Negro who operate Howard then has revealed a chronic tendency to hide behind chiches and issue monotonous press statements and a dangerous propensity toward inaction.

There is another minor detail-illogical thinking - which is also becoming characteristic. Just how the farcical praising of a dying tradition - i.e. Charter Day, the erection of a fence to prevent students from sitting on a wall, and the flying of the flag can be called essential to the educational process of this university is, we are afraid, beyond reasonable answer. In fact during the sit-in the question was raised as to whether education could continue without the administration. More and more the administration appeared as a non-essential bureaucratic ill-working machine who cried disruption every time students insulted it by demonstrating its hypocrisy. The so-called "statement from the university" said that the school would be closed until "order is restored." It should be made clear to our administrators that we consider their operation of this school a study in disorder and lawlessness. We, and the faculty, are university and any unilateral statements from them are worthless and insurrectionary. They have failed to win the most basic administrative function i.e. registration effectively, their switchboard operators and secretaries are discourteous and they have failed to live up to their responsibility to the black community.

The administration was itching to send federal marshalls on to campus to have us dragged from the building and arrested. The administration and some of the colored nationalist who are defending Dean Snowden as a colored hero, who has kept young whites in their places are scurrying about attempting to define a black university for us and throwing more confusion and disorder into the campus areas. But we have said what a black university is and is not. Curses on anybody who has hidden the definition and keeps screaming segregation and violence. It is because these people have been in power here, that we have to protest and will continue to protest until they get their heads straightened in the 20th century. We are going to get straight in '69.

Students Organized

Dear Editor:

People far removed from Howard University, both in miles and interest, have come to one conclusion about that institution: "The students are organized and the administration 'ain't worth a fist full of hot spit!'"

This attitude is dominant among those who call the takeover Howard's greatest day and those who call it an act of inexcusable insurrection by those radical black power types. The urgency of the individual demands (and in fact what they are) escapes those in other cities. But the state of Howard's administration has been exposed to the world. Everyone knows that the students organized crews to handle every exigency from protecting university and personal property and cleaning up the place to screening these going in for their student identification. The world also knows that the administrators went out the back door so fast that they left the unlocked and undisconnected switchboard to the students who could receive all calls from news and wire services throughout the world, which undoubtedly shot in incessantly. One must wonder what the bill from long distance calls made by students to make their grievances known far and wide will look like.

Is there such a thing as the "right cause" shining through all the confusion that surrounds such a gargantuan move on the establishment? Or did the students have Madison Avenue in full force spouting their cause? What happened to the news media this time? Never before has there been a predominant tone of "those black people are together" in the press. When I heard the press go so far as to actually say with conviction that there was strict separation of the sexes, I concluded that the media must have been so impressed with the overall organizing brilliance of the students that they would believe anything.

Parents will still tell their ADULT OFFSPRINGS that their purpose at Howard is book learning and nothing else. But they will take another look at that childish administration which told their daughters, both foreign and American, to be out of the dormitories within 48 hours.

As a former Howardite, I must suffer a deep pain of regret in missing Howard's coming of age. But, if I could have spent one moment at Howard during that joyous occasion, it would have been that moment when the trustees stood in the Administration building telling the students that their demands would be met and the students at the switchboard received (at that same moment) a call from their "source" at the Windsor Park (the administrators' headquarters in exile) telling them that Nabrit was issuing a statement saying that there would be no negotiating.

Howard University has undergone a permanent change. The students are now the determiners of its direction. This is true not simply because they can present force that can only be met with acquiescence, but their organizing ability and seriousness of purpose have proven them worthy of this power.

Pompous Peacock

Playing Revolution

Dear Editor:

Despite the highly organizational and brotherly aspect of the recent demonstration I now find myself wondering if we were merely singing songs of liberation and playing revolution. As long as Howard University is partially controlled by the Federal Government, the educational system will remain basically the same. The man that pays

the piper calls the tune.

Of course our "Black" administration could squirm out of this trap by raising tuition, which would alleviate the need for federal control, but would also block the educational path of those brother and sisters whose families are not financially fortunate. This would make Howard even less relevant to the Black community. Think, brothers and sisters, don't be misled by emotionalism.

A school is only as Black as the students attending it. Howard University "Tom" administration is not keeping us from getting heavy of thinking Black, we are keeping this from ourselves!

The administration is not keeping us out of the libraries or the bookstores. While we were standing on the steps of the administration building singing songs the white boy was reading everything he could get his hands on. He was "educating himself" on new and more effective ways of keeping the Black man down and we were studying irrelevant and unimportant administrative resignations. We must think scientific rather than philosophical and above all we must be realistic.

During the demonstration I heard a brother say "we built this country, and we can burn it down." First of all the hammer never gets credit for driving the carpenter's nail, nor the mule for plowing the farmers field. As long as the cracker owns this country we are merely the tools of his existence. As far as burning this country down is concerned: (1) We don't own one match company, (2) Nationalism means the building of a new nation not the destruction of an old one.

Our revolution must be carried on with the library as our battleground, and the struggle geared to win the minds of our people. The Black mans future lays in the mother country of Africa. The intellectually honest brother and sister understand that an overthrow of this government by violence or any other means is a bunch of funky nonsense. If we honestly want to survive, build a Black nation, and consequently cripple this racist crackers system our only move is to leave it.

We must build a nation of our own. But how many brothers and sisters with nappy hair shouting slogans of power and unrest are willing to leave this country of Cadillac cars and fancy homes to make a dream come true? Are you an opportunist or a nationalist? Leave America to the cracker and the Tom,they deserve each other.

J.D. Avent

Sit-In

Dear Editor:

The sit-in, which began on Tuesday, had as its foundation and purpose the sixteen proposals presented at Charter Day and the exoneration of the 39 students receiving letters accusing them the Charter Day disturbance. This massive action on the part of the students was spearheaded by an apt, sincere and multifaceted leadership. They channeled the specialties of the University students into various roles, creating a highly organized and semiself-sufficient working body. From surface inspection it seemed as though real unity and awareness had come to Howard at last. As the days went by however, tensions mounted and frustration set in.

The leadership and four members of the Board of Trustees met to create some bridge between the students' proposals and the Board of Trustees' stand. Hours went by and then on that warm Saturday morning, in the early hours, our leadership came down to the main floor to tell us that four general concessions had been made to the students by the four members of the Board of Trustees, by consent of those 20 Trustees who were

not present and by our leaders. Although, as it was explained around noon Saturday, these general concessions could be utilized to gain many of the sixteen proposals the students wish, I feel (this is a personal opinion) that these changes will not be made. I hope I'm wrong, but after spending three years at Howard, I have seen general trends, and sentiments which can only be wiped away with a different student body makeup. The changes will not be implemented because:

(1) Most of our apt leaders are leaving us through graduation this year. From the appearance some of the other classes have shown, we will not have as strong a bargaining power in the years to come. Without good leaders progress cannot be made.

(2) A basic mystique envelops Howard with gossamer-like detectability and that is, that Howard is basically a conservative school, run by conservative administrators, attended by, primarily conservative students. When I say conservative, I mean people who hold the middleclass values of the American society and have been hypnotized by the relatively small monetary gains they now receive for selling their human resources to society. Personally, I come from Swarthmore, Pa., where there is a small, excellent school, Swarthmore College, in its boundaries. For the most part, these students are radical. They think radical: much more so than most Howard students. If Swarthmore students had presented proposals to their administration, there would be no compromise. But Swarthmore's administration is so much more together than Howard's. To reiterate what I earlier wrote, Howard students are too psychologically and emotionally oriented to implement all the ideas they wish implemented.

(3) A large, extremely large majority of students at Howard are too apathetic to actively involve themselves in the policy-making and dynamic machinery of the University. I know about this point because I am guilty of some and have witnessed the guilt of many others including their opinions. Many students, some of whom are capable, simply stand back and watch the proceedings. They freely offer their opinions but balk at any direct involvement.

Summarily, I feel that the three preceding points are stumbling blocks which Howard must clear away to allow a potentially great institution to come into its own as a flexible, free-wheeling cornerstone of Black awareness for other institutions throughout the country, for the Black community and for any who struggle against the tyranny and oppression present in today's world.

Robert H. Williams, Jr.
 Howard University
 Liberal Arts
 3300-16th St., N.W. 667-6982

Anti-Sit-In

I want to say to all students who are participating in these un-called for demonstrations at Howard today, you are totally wrong. You are wrong because you are over-looking one important factor...that factor is: you do not know anything about the background of the great institution of Howard.

First, you probably don't know that Howard is financed and operated by the Federal Government. Each nasty act will cause funds to be cut from the budget which can lead to a complete shut-down of the School. Yes, this can happen, and for your information, many congressmen would like to support the Federal City College instead of Howard University simply because you young Negroes don't appreciate what you have now.

(Continue on page 5)

Letters to the Editor

...Continued

(Continued from page 4)

Secondly, if you students knew how hard Dr. Mordecai Johnson worked, by running back and forth to Congress, to get money to build the beautiful school of Howard University, you would appreciate what you have and work hard to keep the school instead of trying to destroy it.

Each of you should imagine how hard Negroes in the past worked to make Howard a wonderful school, and now you come running down the street with this Black policy mess. Don't you realize that you are taking the Negro back into slavery? Howard can not fit the needs of the black community. It must fit the needs of every community, because taxpayers throughout America support it.

I would like to say to all of you Black Muslims... Give Negroes a break. Stop backing them into a corner. I realize your fat Rich leader in Chicago is causing you to brain-wash the Negro into the idea he is not wanted in America, but that isn't true. Your leader in Chicago is the greatest Uncle Tom that ever lived. He was the cause of Cassius Clay, maybe known to many, as Muhammad Ali, not serving his country. He was the cause of Clay not making millions of dollars that could have been used to help many Negroes, especially the poor.

I know to be a fact that Black Muslims are rising up all over America, claiming to hate the White man. I know better. Black Muslims really hate Negroes. They are out to destroy everything the Negro has accomplished. It is a pity Weak-minded Negroes must fall into your command.

I have records and plenty of evidence that the late Lincoln Rockwell, a white segregationist, gave Your Chicago Rich Leader plans on how to ship Negroes back to Africa. I must admit that so far the plans are working on schedule. But about 1970, if your leader keeps on schedule, you may regret that you helped to destroy the Negro. So, I suggest that you go to your leader in Chicago and demand to see what he has in store for Black people for the next ten years.

And for all of you students who don't realize what you are doing... stop and think for a day or two. After all, you came to Howard University for an education. If you are not getting the education you wish, leave the school. Don't join-up with the Black Power Muslims. They are only causing trouble for you and your children to come. GET THAT EDUCATION... THAT IS WHAT YOU ARE THERE FOR.

I am going to do what no other so-called "Negro Leader" in your group knows. I am going to show you the future of Howard from two views. One of them must become a reality. It will be students at Howard today that will shape this future.

At Howard University today, you have three groups of people. You have ... 1 Liberal students.

(a) They make-up the majority of the three groups. They are the ones to be brain-washed to think as the other two groups.

(b) The aim of this group is to get an education and become a dedicated citizen.

2. Black Power Muslims:

(a) This group is very small. Their Salestank is great. Their Soul aim is to destroy the Negroes idea of success. They will create any kind of incident to make a point.

(b) They believe that Black

folks should always be the White man's slave. They think that Howard University is too good for the Negro. Therefore, the school should be given back to the White man. They are determined to make it possible.

3. White segregationist:

(a) Only a few. They work very close with black Muslims, giving White advice on destroying the schools.

If you want to destroy what you have, join up with 2 and 3.

If you want to respect what you have, join up with no 1.

Sincerely,

Noel Johnson

A Negro and former dedicated student of Howard University.

Reasonable Revolution

"God hath numbered thy kingdom and finished it ... Thou art weighed in the balances and found wanting." Thus it is recorded in the Biblical scripture of Daniel 5. The prophet Daniel when brought before the king during the great feast of Belshazzar presented this scathing pronouncement upon the Establishment. Perhaps quite along similar lines did student protestors during the recent "A" Building incident deliver a similar declaration stating "Howard is irrelevant to the needs of black students and the black community. We, therefore, demand that Afro-American history and culture be emphasized in the curriculum and that the university be closely linked with the community."

"Howard is run by a dictatorial system. We, therefore, demand democratic reforms including faculty control over academic affairs and student control over student affairs."

"A reform is a correction of abuses," Bulwyer-Lytton has written; "a revolution is a transfer of power." The extended struggle of Howard students for simple reform has necessitated the move for the inclusion of certain revolutionary precepts.

And a funny thing happened on the way toward reform; the truth broke out like an epidemic. A new awareness hit many Howard students. They came to realize, as Erick Hoffer wrote recently, that "the Negro is what the white man says he is--he knows himself only by white hearsay." They became aware that "the well-off or educated Negro may use his fellow Negroes to enrich himself... or to advance his career in the professions or in politics, but he will not lift a finger to lighten the burden of his people. Thus the most enterprising and ambitious segment of the Negro population has segregated itself from the Negro millions who are left to wallow in the cesspools of frustration which are the Negro ghettos."

Although many in the Howard student body were and continue to be characterized by a middle-class orientation, slowly but surely the strong identification made with the plight of lower-class Blacks became a significant one which permeated much of the Howard community.

The many concerned student, labeled troublemakers, communists, and anarchists faced balking administrators and anachronistic faculty members. In what was considered by some as a soberly scathing judgement, sociologists David Riesman and Christopher Jenks give reason why Howard and numerous other Black colleges have never become aggressive in a practical sense nor relative in a symbolic sense. Dependent largely upon whites for financial survival, Riesman and Jenks point out, many university officials maintain a "don't rock the boat" attitude. For the officials "the result was usually self-contempt, born either from acceptance of

the white view that Negroes were inferior or from disgust at having succumbed silently to an out rageous injustice, or from both." Their schools became "an ill-financed, ill-staffed caricature of white higher education."

With Howard literally on the verge of exploding, it seemed ironic to observe an inept cadre of those charged with administering her affairs intent, it would seem, on lighting the fuse. Utilizing bureaucratic redtape, imperiousness, and procrastination, Howard's administrators found student protests and demonstrations an often convenient scapegoat to guise their unyielding opposition to any significant meaningful change.

The hard bitter truth was finally and quite emphatically come to the fore. Howard can no longer remain on its present ambivalent course. Reform and revolution have now become intertwined--the two are commensurate--Howard must become a Black-oriented, democratic-based university.

The Black Caucus attending the annual meeting here in Washington of the National Committee for Support of the Public Schools released a statement on March 19 in which they commented, "We've been told that our new commitment to control our separate institutions is unhealthy. Yet, psychiatrists tell us that one sign of mental illness is the inability to face reality, the tendency to live in a world of fantasy. Who is living in a fantasy world--the whites who still talk of integration as if it were an immediately viable alternative in most of our urban centers or the black pragmatists who face up to the reality that racism exists, and it will not be wished away. Therefore, any planning for the immediate future must be done within the framework of that racist reality."

Howard must begin to deal within such a context.

Bobby Issac

Health Service

Dear Editor:

This letter is to inform the Hilltop officially that during the recent crisis the University Health Service did not close during their regular working hours and that both infirmaries were always available for service as usual. As a matter of fact, students were seen in the Health Service every day.

When it was noted that the students had set up an Aid Station in the Administration Building, the Director of the Health Service visited the station, notified the volunteers there that the Health Service was open for service as usual and offered whatever medical help which might have been required.

When a flyer distributed by students on Sixth Street stated that Federal Troops were to forcibly remove the students from the Administration Building at 5:00 p.m. on Friday, the Emergency Room of Freedmen's Hospital (which has a Disaster Plan) was alerted to the possibility that there might be physical injuries requiring their services. A letter was dispatched to the University Switchboard and to Mr. Ewart Brown, President of the Student Body, apprising them of these preparations. In addition, members of the Health Service staff attended the Rally at 5:00 p.m. on a voluntary basis to aid in any manner which might be required.

A plan is contemplated for action in the near future to afford a means of eliminating the communication gap between the University Health Service and the student body at large, especially that portion of the student body which is not already in close contact with the Health Service.

Samuel B. McCottry, Jr., M.D.
Director
University Health Service.

Open Forum:



A Caribbean steel band entertained the demonstrating students on the lawn of the Administration Building. (Photo by Nesnick)

Occupation of A Bldg. Brings New Dimensions

by Courtland Cox, Marvin Holloway and Charlie Cobb

Your occupation of Howard University has brought new dimensions to the Afro-American struggle. Clearly, for several days, you liberated and possessed Howard University. Although the specific trigger was the threatened expulsion of 39 students engaged in an anti-administration Charter Day demonstration, it was in actuality the launching of a new phase ("escalated") attack against the structural oppression of American (by definition anti-black) education. Your recent motions are encouragingly interpreted as indicative of a willingness among "upwardly mobile" Black students to become seriously involved in the resistance going on among black people. It underlines a new sense of determination among black students and contributes to the broadening and deepening of black resistance.

Traditionally, heavy emphasis has been placed on the symbolic status of Howard University as the "capstone of Negro education". Thus, it is significant that the first total resistance to Negro authorities functioning in direct responsibility to white power should take place at Howard. This aspect of what happened last week should be thoroughly examined for several reasons. First, the white nation and its government offers Howard as a model of progress and social redemption to all Black people. The school has been designated as the chief access route to becoming a "successful Negro". Secondly, over the past generations, Negro leadership has echoed the "firstness" of Howard as an academic center for Black youth. In fact, Negro leaders have outstripped their white supporters in pushing forward the Howard concept and its role in producing Negro "advancement". Also demanding close attention is the fact that many pro-black leaders and social thinkers tacitly agreed to the mainstream view of Howard. There has been a minimal amount of serious challenge from black leaders to what the University came to stand for in American life.

The agreement by all concerned that Howard was a good colored school is central to the complex crisis now stalking the Howard Campus. The question of access to the schools facilities, and its responsiveness to black community needs has never been meaningfully raised until now. For this reason alone, the Howard student rebellion deserves serious evaluation.

The five day occupation was more than a symbolic imposition. In many ways, this was similar to the liberation of land as develops under revolutionary circumstances in the third world. In spite of the success or fail-

ure of the Howard liberation, what was done can act to further our understanding of how change comes about.

We could easily attribute the origins of the revolt to the need to launch an effective counter offensive against the administration's attempt to expel 39 participants in the Charter Day demonstration. But this does not speak of the nature of the revolt. In recent years, Black students have become conscious of the many contradictions involving their position and the position of black people in this country. Black people coming to power in Africa emphasizes the superficiality of "Negro progress" in America. The nature of American actions against colored Vietnamese also forces Black people to make more serious judgments of what America is all about. There is a growing recognition among Howard students that time spent at the university only slightly concerns what is objectively demanded by the Black community. Learning under such circumstances -- even (or maybe especially) if the student emerges "well educated" -- is an oppressive and destructive process. You are prepared to function only in terms of white power, and at the expense of Black liberation.

In the eyes of many students the Howard administration has come to represent all that is negative of older generation Negro leadership. In matters of interest to the race, they have become increasingly reticent in the face of their own "advance". As a group, they show a direct refusal to respond to the implications of "Black Power" and "Black Consciousness". The career position of Negro professionals in general has become peripheral to the Black community. In fact, many Howard students would argue, the Negro "middle class" is the chief source of collusion with white America. Tuesday's occupation was in a way a challenge to all that and more.

It is on the basis of the above that we look at the recent struggle at Howard, making some criticisms, recommendations, and projections, that in no way detract from the importance of what happened. As in any struggle there were in actuality two levels of concern; the ultimate objective of an end to educational oppression and a liberated education that is meaningful in terms of the needs of the Black community, and secondly, specific, immediate concerns that engage the participants. We have said that your major struggle is a struggle against "education" as defined by the American nation (white power).

(Continued Next Week)

Allimadi of Uganda Speaks Before H.U.

by Susan Armstrong

"It is important that Universities like Howard who teach our people, understand our countries' problems in order to be capable of teaching them to our people." This was part of the address by His Excellency Oteam Allimadi, Dr. Allimadi is Ambassador of Uganda to the United States. He spoke Friday, March 15th, in the E&A Building auditorium. This was one of the activities which took place during International Week.

Ambassador Allimadi spoke on 'Current Development in East Africa.' The Ambassador pointed out that "one of the most pressing problems of the East African countries is their social and economic development." In addition to this, they must not lose sight of the protection of their national independency. The countries must be free to decide their own national policies. Larger, more powerful states cannot be allowed to control this. The major stumbling block is the mobilization of natural resources. These are great and abundant but because of the limited financial resources of the country it is difficult to utilize them. The danger lies in allowing the larger countries who have the financial means of mobilizing these resources to do so and consequently gain control of the country. As the Ambassador stated it, "Once economic power is possessed by another country, they gain control of the government also. This is what Neocolonialism is all about, and this is what we must resist." The Ambassador went on to explain, "non-alignment does not mean a country should not have friends, but that they must watch all powers that are stronger than them. How can they afford non-alignment when they are limited militarily, population-wise, economically, and politically."

In concluding Ambassador Allimadi called upon all the African students to prepare themselves for leadership of their countries when they return home.

Lost and Found

The following is a list of wallets and I.D.'s presently held in the Lost and Found located in the Alpha Phi Omega Office, 107 Student Center.

Federick Benbow, Gwendolyn Morris, Paul W. Hughes (folder), Beauris A. Whitehead (wallet), Barbara Washington, Alton Taylor, A. Ekhtar, Pamela Reid, Yvonne Holmes, A.S. Selim, Joan M. Bishop (wallet), Robert V. Allen III, Karl Bowen, Sheila T. Smith, Joanne Jackson (wallet), Vaughn Johnson (wallet) Judy Rager (wallet), Clarence Catoe (wallet), Pennod L. Dunlap, Leslie O'Carro, Janet M. Raleigh (driver's license), Kenneth P. Simmons.

All items lost in the "A" Building have been moved to the TV room of the Student Center.

All blankets, pillows, books, etc. left in the

A Building have been moved to the TV room of the Student Center.

Women of one of the world's oldest peace organization, Women's International League for Peace and Freedom, today (Thursday, March 28) presented a proposal for a Vietnam peace settlement in the nation's capital and called for a "cease-fire now."

Mrs. Martin Luther King, presiding at the conference, said "all women have a common bond -- they don't want their husbands and sons maimed and killed in war. They want peace. Did you ever meet a woman who believed in war?"

The proposal, written by Dr. Dorothy Hutchinson, International Chairman - WILPF, outlines in detail a workable settlement which includes acceptable terms for negotiations and a means for getting the negotiations underway. Dr. Hutchinson called her proposal "an organized plan in which neither side loses face. A nation which extricates itself from an untenable position is not condemned as cowardly, but praised as wise."

"First, I ask that the U.S. call for a reconvening of the Geneva Conference; by implementing the 1954 principles, we put into action a method designed to deal with our present dilemma. Both sides have publicly stated that these conference principles are acceptable." Dr. Hutchinson asserted.

Dr. George McT. Kahin, Director of the Southeast Asia program at Cornell University, who was co-author with John Lewis of the book, "The United States in Vietnam" said, "This proposal is one of the most realistic I have seen."

An essential key to the workability of this peace proposal is the simultaneous stopping of the bombing at the moment the

reconvening of the Geneva Conference is requested. The International Control Commission inspection will be invited to verify this cease-fire - unless fired-upon.

"When the Geneva principles are put into operation, it is then possible to promptly withdraw U.S. and foreign troops, forbid military bases and alliances, and guarantee all segments of the population against reprisals, and protect citizens right," Dr. Hutchinson said.

The formula of well balanced principles insures workability for (a) "independence, unity, and

territorial integrity of Vietnam," (b) withdrawal of foreign troops, (c) prevention of foreign interference in Vietnam's affairs including its reunification, (d) prevention of reprisals, and (e) provisions for a "free expression of the national will" in general elections.

The proposal states that "in recent hearings, our Secretary of State could argue persuasively against other solutions offered, because none combined effectively content and method. The full participation of both North Vietnam and the NLF is essential," the report stated.

Mrs. Katherine L. Camp, National President, asked wom-

en throughout the Nation to wire and write their representatives, to immediately study and consider this peace proposal. "The power of women has still not yet been used powerfully enough to stop the Vietnam war."

Mrs. Leonard Bernstein, Kay Boyle, Hannah Lees and Mrs. Dorothy Day, Editor of the Catholic Worker are among the backers of "Proposal for an Honorable Peace in Vietnam."

Women's International League for Peace and Freedom was founded in 1915 by women in 12 countries. Today there is an international headquarters in Geneva and 20 sections in every part of the world.

Homes Opened to Foreign Students

Foreign students who are interested in learning more about American life by visiting in American homes are offered an excellent opportunity to do so through SERVAS, a voluntary organization whose hundreds of hosts all over the U.S.A. have opened their homes to foreign travelers in an effort to promote peace through understanding. SERVAS hosts invite travelers into their homes for a visit of two nights and offer a warm welcome and a genuine interest in sharing together their ordinary home life and in exchanging opinions, ideas and experiences. Accommodations are simple and hosts offer their hospitality without charge.

Approved SERVAS travelers plan their own itineraries, using host lists from the areas in which they will travel. Such visits may be extensive cross country trips or weekend visits to nearby towns. Travelers have the opportunity to visit homes in small communities as well as homes in metropolitan areas, thus experiencing first-hand the excitement, beauty and variety of American life.

Any foreign students who are interested in becoming SERVAS travelers during their stay in this country are invited to write for information about how to become an approved traveler to U.S. SERVAS, William Sloane House, YMCA, 356 West 34th St., New York, N.Y. 10001.

SERVAS ALSO OFFERS American students the opportunity to visit with host in over 25 countries, including England, France, Denmark, Austria, Japan, India as well as Columbia, Mexico, Argentina and Switzerland.



Covering the museums in town, or simply strolling in the country... this is the double-breasted suit to wear. A neo-classic nicety by John Meyer that is tailored with great assurance. Points to remember: the six buttons, back belting, welted pockets and wide notched collar. In a bold new Vycron® polyester and cotton plaid. In great colors: Larkspur, Razzleberry, Key Lime or Orange Peel on a warm Sunbeam ground \$35. Now being shown at discerning stores everywhere.

JOHN MEYER
OF NORWICH

ENTERTAINMENT

art, films, music, stage



The Manhattans



The Five Stairsteps



The Parliaments

Tonight, the Pan Hellenic Council of Howard will present a concert in Cramton, featuring the Manhattans, the Five Stairsteps, the Parliaments, the Vibrations and Howard's own - the Unifics. Last Friday, the Greeks announced that the proceeds would be donated to the cause of the students who were participating in the Administration Building sit-in.

World Premiere of 'Kinetic Art' Secured by Corcoran Gallery

"The Kinetic Art," a unique series of three film programs providing a panoramic presentation of the latest achievements in creative cinema, will have its premiere showings at the Lisner Auditorium in Washington, D.C. under the auspices of The Corcoran Gallery on April 4, 9 and 30.

Each of the three programs presents a diverse group of animated, experimental, pop, documentary and dramatic films, ranging in length from one minute to one hour, coordinated into a comprehensive entertainment unit as smartly paced and varied in tone as a lively theatrical revue.

Produced for concert booking by art centers, universities, museums and other cultural institutions, "The Kinetic Art" was conceived and assembled by Brant Sloan, distinguished art film impresario, and is being distributed by Universal Education and Visual Arts.

Of the twenty-six recently completed films from Czechoslovakia, France, Hungary, Germany, Yugoslavia, Italy, England and the United States which comprise "The Kinetic Art," only one has been shown before anywhere in this country of Canada. The single exception is "Tonight Let's All Make Love in London," Peter Whitehead's hour-long exploration of the British pop scene, featuring Mick Jagger and

the Rolling Stones, Julie Christie, Michael Caine and Alan Ginsberg, which created considerable stir at the 1967 Lincoln Center Film Festival.

An American film maker represented in "The Kinetic Art" is Jordan Belson of San Francisco who is internationally recognized by artists, critics and cinematographers as the foremost innovator in abstract color film.

His "Samahdi" and "Phenomena," completed under grants from the Guggenheim and Ford Foundation respectively, are the first Belson films to be shown to the public since "Vortex" won him international acclaim at the 1958 Brussels Exposition.

Albert Lamorisse, whose memorable "The Red Balloon" is one of the all-time film classics, has contributed to this series "Versailles," an exquisitely detailed aerial exploration of historic elegance photographed in Helivision, Lamorisse's own system of shooting from a helicopter.

European film makers who will be making their American debuts in "The Kinetic Art" include: Jan Svankmajer of Czechoslovakia, a former director of Prague's Laterna Magica, whose three films offer unique combinations of ancient puppets and marionettes, drawings, collages, and live animals; Dour-

ka Medveczky, a Paris-based Yugoslavian sculptor whose first film stars French new wave actress Bernadette Lafont; Istvan Vencilla, multi-talented Hungarian painter, composer and film maker whose "Miracle" offers humanistic evocations of the sights and sounds of his native Budapest in lyrical black and white imagery; and a quartet of films from the burgeoning Ulm Film School of West Germany where, under the inspired direction of Alexander Kluge, the most creative young German cinematists are developing a distinctive new style reminiscent of pre-Hitler Expressionism and force.

Describing the series as an attempt "to broaden the view of the creative film in this country and to bring new work directly to the film maker's audience," Sloan expressed the hope that these programs will open up a channel of response and support for the individual artists. "Until now, the creative film maker has not had the access to his audience that is necessary for the development of new forms in any art," he says. "The Kinetic Art" is designed to serve as a travelling gallery show for sixteen leading film makers."

For further information, please call Inga W. Heck, The Corcoran Gallery of Art, Publicity, TEL: ME 8-3211.

Poetry Corner

Le Noir C'est La Beaute
Est Noire et Voila

by TG

Le Noir C'est La Beaute Est La Beaute Noire, 'Et Voila Qui Est Bein!

Black Is Beauty and Beauty Is Black and
This Is What Is Good!

Black is my color, Yes, Black I admire.

Black is my origin, Yes, my birth is my virtue.

Black is condemned by others, other than Black.

I respect their indirect concern and interest.

Black is what whites attempt to resemble, Reality reveals fallacies in tan lotion.

Black is the only color of my true brothers and sisters. They love themselves too much to consistently hate others.

Black was the real color of Jesus Christ, This is why God sent quality and not quantity.

Black is silence, So when it speaks it will be heard and not only seen.

Black is Beauty and Beauty is Black
and this is good.

Occupation of A Bldg. Continued

Finally, the student leaders agreed to present the proposals to the rest of the demonstrators, who would have the final vote on them.

With these details concluded, Tony yielded the floor to a law professor, who answered student contentions that the demands were not specific enough. He showed how all the student demands were essentially incorporated in the compromise proposals.

In response to the biggest student complaint, that Nabrit's dismissal was not included, the law professor replied, "Your demand that certain administrators be fired might have just cause behind it, but this cannot be done summarily if we are to maintain a democratic university. Something like this requires that legal steps be taken. Formal charges need to be drawn, and the administrators should have the right to a fair and honest trial. These proceedings can be started from the dialogue between stu-

dents and trustees proposed by the trustees."

The law professor also added that the mere fact that while Nabrit was on nationwide television and radio saying that there would be no negotiations with the students, the trustees and administrators were actually carrying on negotiations with the students should give some indication of the extent of Nabrit's power.

Q.T. Jackson then stood up to say that the members of the Steering Committee had agreed unanimously to accept the proposals, and they recommended that the rest of the students vote approval also.

Judy Howe, another member of the Steering Committee, stood up before the vote was taken to remind the students that if they voted to accept the proposals they must do so with the idea that this was just the start of things. The proposals provided a base, a first step on the way to getting the reforms wanted.

She said that the students must be prepared to get into the committees proposed by the trustees and work hard not only there, but in every phase of student activity to make Howard a truly Black university.

It was added that the fact that support poured in from people all over the country, both Black and white, showed that people understood that the students weren't demonstrating for purely racist or fanatical reasons, but for a more honest and contemporary university. And to be contemporary, Howard would have to become much more democratic internally, and would have to involve itself more deeply in teaching its students of their own Black culture and history.

A voice vote was then called for, and the students approved the proposals with only a few dissenters.

10:00 P.M. - The Administration Building was officially returned to the administration.

YORK
HABERDASHER

Open
Thurs., Fri., Sat. 3600 GEORGIA AVE.
Till 9 P.M. WASHINGTON'S LARGEST AND FINEST COLLEGIATE STORE

The Fashion
Corner
of Otis

FEATURING

1. Eagle Clothes
2. Botany "500" Clothes
3. Arrow Shirts
4. McGregor Shirts
5. Setson Shoes & Hats



EXCLUSIVE CAMPUS REPRESENTATIVES
Open a Howard Account
FOR 19 YEARS
IVY LEAGUE SPECIALISTS!

Harry Edwards Leads Black Olympic Boycott

by Gary P. Lindsey

One of the most controversial topics to come along in the sports world in years was presented in the Look Magazine by Harry Edwards a sociology professor at San Jose State College. The thing that was so unique about his article was that the boycotting of the Olympic Games was brought to light from the Black Athlete's point of view without any distortion by the white owned Look Magazine. The athletes who have joined the organized boycott, Olympic Project for Human Rights, have been termed misguided, ungrateful, self-defeating and unpatriotic by America's whites, and some (negroes) who don't completely know the true reason

behind these young men's decision to make such a great personal sacrifice. To counteract the misleading statements by these people, Professor Edwards brought to light some very interesting topics that have never come before the general public. He starts out by saying that for years Blacks have

been contributing greatly to U.S. victories. While they were winning medals, they were also being hailed before the world as symbols of American equality (an equality that has never existed). In a dramatic outburst of fire he says that he is putting Washington and the world on notice that they can no longer count on the successors of Jesse Owens, Rafer Johnson and Bob Hayes to join in a fun and games fete propagandized as the epitome of equal rights, so long as we are refused these rights in a white society. Professor Edwards went to great lengths and gives many examples such as in the case of the super-trackman Tommie Smith, a California collegian. Here is a man who owns the fastest pair of legs in the world today and he cannot even get a decent place to stay for himself and his pregnant wife because he is Black. Just as the case is with other prominent athletes in America, they were offered the world and given only the dirt. The professor gave two reasons why the average Black athlete goes along with the exist-

ing conditions. First they are shy and tractable, taught early to respect you, or as part of the Big Team you are safe from these spook-hunters outside, secondly they depend upon Charley's scholarship funding. If they openly disagree the professor said, "they would be pushed back behind a broom in some pool hall."

Then he goes deeper into the subject by giving more examples of the hypocrisies that the Black Athlete has to face. In 1967, University of Southern California's great footballer-trackman, O.J. Simpson, was worth at least \$500,000 to U.S.C. at the box office. Though he received many rewards, Simpson ironically could not become a member of the groups that honored him with banquets and trophies. Typical of clubs that have no Negro members are the Columbus (Ohio) Athletic and the New York Athletic Clubs. Such organizations however, feel justified in using Simpson's name to enhance their own importance in the athletic world. In Kansas City, former

Heisman Trophy-winner-turned pro Mike Garrett found a bachelor apartment unobtainable and exploded in print. He was called a troublemaker for speaking out. (To counteract the professors highly factual statements the white press pointed to Jesse Owens one of the greatest Black athletes to come out of the Olympic Games.) Then Edwards proceeded to tell part of the story that the white public covered up. It deals with the way the Olympic Committee had him travel all over Sweden without giving him a chance to rest and regain the lost weight which he had worked off while the Sweden and the Committee (honkies) took in the fat profits. Finally exhausted, he refused to run a step further thus their boy was banned from the A.A.U. for life all because he needed to rest for a while. In the greatones own words, "I

have been used."

Professor Edwards closed his statements by saying "the Olympic Project for Human Rights saw this as a simple problem. Negroes have been relegated to an inferior status because society feels we belong there. Our refusal to accept this has led the U.S. to the edge of revolution. "Too many athletes have sold out to Whitey in the past. If we can show them that our sense of personal worth and obligation is more important than any rewards we might be offered, and that we few represent the many, something may finally be accomplished." In closing the Hilltop would like to say that what the professor says is a Beautiful Black Thing and to the Black athletes we say that they are undergoing a Beautiful Black Experience, so keep the faith Brother.

Open Forum Continued

We must understand that Nabrit, et al neither define nor determine what education is to be. They function as instruments of a larger oppression. The seeking of solutions to educational oppression solely within the limited sphere of Howard University acts to restrict the conceptualization of the problem, and therefore, the possible outcome. The campus condition is an issue that concerns the Black Community and its Resolution lies in total black community struggle.

Howard is simply another dimension of the oppression of Black people. One of the questions that must be wrestled with now is how the link is made between the university as it is now, and general black resistance to the white power of the American nation; in such a way that this linkage is incorporated into the student consciousness and concrete struggles. Doing this acts to elevate the campus motion to a higher level. It forces all specific actions to be coherently articulated in terms of ending institutionalized oppression. That fight will be waged and won by the total Black community. A "Black University" cannot exist, if its structural responsibility is to the mechanisms of white power.

Students must then seek to legitimize the possession of Howard by the Black community. It is from this frame of reference that a meaningful Black education can be determined. We can assume that this discussion will not be seriously received by the Board of Trustees, for their responsibility is to the resolution of specific grievances within the university structure (even if that means removing Nabrit). No structure is so rigid that certain things aren't negotiable and/or expendable. Therefore, it is your responsibility to find other ways to initiate discussion and action directed toward Black possession of Black education.

As we have said, the major importance of the 5 day occupation, was the liberation of the university in the name of an education that is relevant to, and functions in terms of, Black people and the Black community. Although this was the real issue,

it received little articulation, and was reduced to a secondary status, with the major emphasis being given to specific grievances, which are easily co-opted by a system whose primary interest is to keep itself intact. Concessions can be granted, but always within the system. The presence of a significant proportion of the student body engaged in active support of the demonstration was not taken advantage of in order to explain the nature of the real struggle, and the advancements made or not made on the real issues involved. This would have required a structured system of classes and information-giving that would have utilized resources both on campus, and from the larger Black community which was in support of you. Things such as informative statements read over the P.A. system by the steering committee, regular all day classes, talking to high school students, would have been important. Essentially, we are saying that what was needed was a mechanism that would have linked the specific demands to a process for structural and conceptual change. As we stated earlier, change at this level will not come from the administration or the board of trustees. Their job is to resolve the specifics, and more insidiously, to contain you within their arenas.

In many respects, the settlements provide a victory for Howard students, even though we cannot ignore certain dangers inside of this victory, which we will talk about later. The leadership did receive tremendous support because it represented a visible symbol of resistance, thereby encouraging rebellious activity. In our view, students had to face up to an understanding of their worth within the university. After three semesters of protesting against the issue of the administration's practices, a test of student strength

and commitment was the importance attributed to the administration building, its vulnerability is now outstanding. When students halted business in the administration building, the entire school fell. Only semi-autonomous departments such as the law school were able to keep operating. In the midst of confrontation, students pulled together a critical body of skills and organiz-

ation, and with them, greatly sustained the effort.

We have implied certain dangers surrounding your recently won victory. In closing, let us point them out. The specifics around which the administration building was occupied was not the 16 points, but the protection of the 39 students from harassment by the administration. The immediate and particular victory is in the fact that this danger to the students is removed. However, it is important to understand that the only decision about what happens to the 39 sisters & brothers that has been placed in your hands, is the decision as to what happens to them in terms of their involvement in the Charter day demonstration. What happens to them and other "black" students not in that particular demonstration, still remains in the hands of the university administration. For example, it is possible that some of them will not be allowed to register next semester. The administration understands that these elements are not dangerous because they have specific grievances, but that they pose a potential threat to the existing nature of the university itself. It is that threat that they are moving to eliminate, around any specific possible. You are in a dangerous position, because your specific grievances connect to no mechanism to implement your priorities in regards to the nature of Black education. We can only hope, and encourage that such a mechanism be developed. In terms of this, we can begin to think of certain things. 1) a permanent student judiciary, 2) a time limitation for the development of a black curriculum, 3) structured, on-going campus, and off campus discussions on the nature of Black education. Be especially concerned about attempts to delay.

Let us restore the importance of what you have done. Your occupation of Howard has intensified the struggle for a relevant and responsive Black educational experience. Black students at Cheyney State, Morgan State, and Toogaloo have joined you in the fight. Your motion equally captures the spirit of the streets. And we hope a permanent dialogue for future resistance has been established.

Crew Team Opens Season

by Roger A. Campbell

The Howard University Vikings will leave for Philadelphia tomorrow for their season opener against St. Joseph's College. This meet marks the beginning of a rugged but brief season for Howard's crew, and one filled with many regattas.

Crew is the newest of Howard's sports and since its inception six years ago, already has a history upon which it can stand proud. In past years, our varsity and junior varsity squads have won the Grimaldi Cup, the Dogwood Cup, and the D.C. Regatta. In addition they have performed well in the Dad Vail Regatta each year, usually placing in the top ten in this championship event.

For those not familiar with the sport, crew, often referred to as the gentleman's sport, is quite a unique sport from the layman's point of view. Participants need to be in the best physical condition to be an effective part of a crew. The equipment used is a slender boat, known commonly as a shell, which is 64 feet long, weighs close to 250 pounds, and is only a quarter of an inch thick. This shell is manned by eight oarsmen, each using an oar 12 feet long with a blade span of about 8 to 10 inches. The ninth man in the shell, the coxswain, is the nucleus of the unit and very often the one responsible for the shell's running like a well-oiled, precision machine. The oarsmen row together in perfect time which is most important, while the "cox" gives them instructions and steers the shell. Timing and technique are of such paramount importance to a crew that nothing short of perfection is effective in a race.

This year, the Vikings have enough men to fill only two shells, so that there will be no freshman boat entered for any of their meets. Presently both the varsity and the JV boats are still undergoing change and there are no set teams designated as yet. However, there are some names worth mentioning now: Veteran oarsman Don Johnson, captain of this year's squad, will be the stroke man for the varsity. This is Don's fourth year with the crew, and he has a wealth of experience behind him, a quite invaluable asset. He was a member of the crew that won the Dogwood Regatta in Canada in 1967. Another senior in the varsity boat is Woody Thornton who has rowed on the teams that won the Dogwood Regatta and the Grimaldi Cup (1965). With the exception of Tony Calhoun, the varsity eight will consist of returning oarsmen with some experience behind them.

The JV boat will be stroked by Norman Johnson this year, and most of its members are relatively new to the sport of crew. However, they have been working out since September and only lack experience. Varsity "cox" John James has pointed out that in work-outs in the last few weeks the JV has turned out to be some rather stiff competition for the varsity eight. With an average weight of 180 pounds they have at least one advantage over the lighter (175lb.) but more experienced varsity.

The Vikings are confident of victory tomorrow against St. Joseph's, and are also seeking victory when they go against Iona College of New York next Saturday.

MEN JUNIORS

Summer management positions located in Washington and in Pennsylvania with

THE BELL SYSTEM

We are interested in interviewing

E. E.'s
M. E.'s
Physics Majors
Math Majors

and outstanding Business and Liberal Arts students who would be interested in an unusual opportunity to work in management in

Washington
Pittsburgh
Philadelphia
Harrisburg

Please sign up at the Placement Office today

for interviews on

APRIL 2 and 3